

## Key Words in SB 152 – Defining a Quality Education

Term/Phrase	Definition	Source	Governing Entity
<b>Educational Program</b>	A set of educational offerings designed to meet the program area standards contained in the accreditation standards.	<a href="#">SB 152, Section 3</a>	Montana Legislature
	The accreditation standards define the Basic Education Program for elementary, middle grades, and high school.	<a href="#">ARM 10.55.901</a> <a href="#">ARM 10.55.902</a> <a href="#">ARM 10.55.904</a>	Board of Public Education
<b>Accreditation Standards</b>	Standards of accreditation for all schools are adopted by the Board of Public Education upon recommendation of the superintendent of public instruction. The standards of accreditation define the conditions under which each elementary school, middle school, junior high school, and high school operates.	<a href="#">Sections 20-7-101 to 111, MCA</a>	Montana Legislature
	The term refers to the body of administrative rule governing: <ul style="list-style-type: none"> <li>▪ Content and Performance Standards</li> <li>▪ Program Area Standards</li> <li>▪ General Provisions</li> <li>▪ School Leadership</li> <li>▪ Educational Opportunity</li> <li>▪ Academic Requirements</li> <li>▪ School Facilities and Records</li> <li>▪ Student Assessment</li> </ul>	<a href="#">Administrative Rules of Montana, Title 10, Chapters 54 and 55.</a>	Board of Public Education
<b>Students with Special Needs</b>	Students with special needs include: <ul style="list-style-type: none"> <li>▪ A child with a disability</li> <li>▪ An at-risk student</li> <li>▪ A student with limited English proficiency</li> <li>▪ A child who is qualified for services under 29 USC 794; and</li> <li>▪ Gifted and talented children</li> </ul>	<a href="#">SB 152, Section 2</a>  <a href="#">ARM 10.55.803 Learner Access</a> uses the phrase “students in need of special services.”	Montana Legislature  Board of Public Education
<b>Child with a disability</b>	A student who has been evaluated in	<a href="#">Section 20-7-401, MCA</a>	Montana Legislature

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	<p>accordance with the regulations of the Individuals with Disabilities Education Act (IDEA) as having a disability and who because of the disability needs special education and related services.</p>	<p><a href="#">20 USC 1401(3)</a></p> <p><a href="#">34 CFR 300.7</a></p> <p><a href="#">ARM 10.16.3007</a></p> <p><a href="#">ARM. 10.60.103</a></p>	<p>US Congress and federal executive branch agencies</p> <p>Supt of Public Instruction</p> <p>Board of Public Education</p>
<b>At-risk student</b>	<p>Any student who is affected by environmental conditions that negatively impact the student's performance or threaten a student's likelihood of promotion or graduation.</p> <p>*****</p> <p>There is a range of factors that characterize at-risk students, some related to personality, other related to community and school. Risk factors might include:</p> <ul style="list-style-type: none"> <li>▪ Chemically dependency</li> <li>• Social and emotional behavior disorders</li> <li>• Homelessness</li> <li>• Pregnancy</li> <li>• Low socioeconomic status</li> <li>• Foster or other out-of-home care</li> <li>• Neglect or delinquency</li> <li>• Adjudication, incarceration or institutionalization</li> <li>• Ethnic or racial minority status</li> <li>• High-mobility</li> <li>• Disaffection with school or society</li> </ul> <p>Under the No Child Left Behind Act, the term</p>	<p><a href="#">SB 152, Section 3</a> (amending <a href="#">20-1-101, MCA</a>)</p> <p><a href="#">ARM 10.55.803 Learner Access</a> uses the term “at-risk” but does not define it.</p> <p>Each school district sets its own criteria for determining if a student is at-risk.</p> <p>No Child Left Behind Act</p>	<p>Montana Legislature</p> <p>Board of Public Education</p> <p>Local Board of Trustees</p>

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	<p>“at-risk”, when used with respect to a child, youth , or student, means a school-aged individual who is at-risk of academic failure, has a drug or alcohol problem, is pregnant or is a parent, has come into contact with the juvenile justice system in the past, is at least 1 year behind the expected grade level for the age of the individual, has limited English proficiency, is a gang member, has dropped out of school in the past, or has a high absenteeism rate at school.</p>	<a href="#">20 USC 6472 (2)</a>	
<b>Student with Limited English Proficiency</b>	<p>A student is considered to be limited English proficient:</p> <ul style="list-style-type: none"> <li>▪ Who was not born in the United States or whose native language is a language other than English; who is an American Indian or Alaskan Native, or a native of the outlying areas; and who comes from an environment where a language other than English has had a significant impact on the individual's level of English proficiency; or who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and</li> <li>• Whose difficulty in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual the ability to meet the State's proficient level of achievement on state assessments; the ability to successfully achieve in classrooms where the language of instruction is English; or the opportunity to participate fully in society.</li> </ul>	No Child Left Behind Act, <a href="#">20 USC 6811</a> et seq.	US Congress and federal executive branch agencies
<b>A child who is</b>	Eligibility under Section 504 requires that the	Section 504 of the	US Congress and federal

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<b>qualified for services under 29 USC 794</b>	<p>student</p> <ul style="list-style-type: none"> <li>▪ has a physical or mental impairment which substantially limits one or more of the student's major life activities,</li> <li>▪ has a record of such an impairment, or</li> <li>▪ is regarded as having such an impairment.</li> </ul>	<p>Rehabilitation Act <a href="#">29 USC 794</a></p>	executive branch agencies
<b>Gifted and Talented Student</b>	<p>Section 20-7-901 defines "Gifted and talented children" as children of outstanding abilities who are capable of high performance and require differentiated educational programs beyond those normally offered in public schools in order to fully achieve their potential contribution to self and society. The children so identified include those with demonstrated achievement or potential ability in a variety of worthwhile human endeavors.</p>	<p><a href="#">Section 20-7-901, MCA</a></p> <p><a href="#">ARM 10.55.804 Gifted and Talented</a></p> <p><a href="#">ARM 10.55.803 Learner Access</a></p> <p>Each school district sets its own criteria for determining if a student is gifted.</p>	<p>Montana Legislature</p> <p>Board of Public Education</p> <p>Local Board of Trustees</p>
<b>Programs to implement Article X, section (1)(2), of the Montana constitution and Title 20</b>	<p>Programs which provide Montana students with the opportunity to learn about its native people in a culturally responsive manner in accordance with 20-1-501. The term includes programs to prepare teachers to teach about American Indians in an authentic historical and contemporary manner and/or provide students with a culturally responsive curriculum that relies on a positive disposition toward the broad spectrum of American Indian students in Montana.</p>	<p><a href="#">Article X, section (1)(2)</a></p> <p><a href="#">20-1-501, MCA</a> <a href="#">20-1-502, MCA</a> <a href="#">20-1-503, MCA</a></p> <p>Funding provided in <a href="#">HB 2</a> (L.2005) will assist with the development of instructional materials and professional development opportunities for educators</p> <p><a href="#">ARM 10.55.603</a> <a href="#">ARM 10.55.701</a> <a href="#">ARM 10.55.803</a> <a href="#">ARM 10.55.1033</a></p>	<p>Montana Constitution</p> <p>Montana Legislature</p> <p>Board of Public Education</p>
<b>Qualified Teacher</b>	An educator who is licensed and endorsed in	Montana's definition as	Superintendent of Public

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<b>Qualified Administrator</b>	<p>the areas in which the educator teaches or serves in an administrative capacity.</p> <p>The Board of Public Education establishes the necessary qualifications for licensure and endorsements. To be licensed an educator must successfully complete a professional educator preparation program to obtain the knowledge, skills and dispositions required for licensure in Montana. Educators are required to update their knowledge, skills and dispositions by meeting the BPE requirements for continuing education and renewal credits.</p> <p>Montana law establishes the qualifications for education licensure, including a bachelor's degree and completion of a teacher education program. The law also provides the classifications of teacher certificates, term of certificates, fees, and conditions for suspension revocation or denial of a certificate.</p>	<p>submitted to the US Department of Education under the No Child Left Behind Act</p> <p><a href="#">Chapter 57, Administrative Rules of Montana</a></p> <p><a href="#">Chapter 58, Administrative Rules of Montana</a></p> <p><a href="#">Section 20-4-104, MCA through Section 20-4-110, MCA</a></p>	<p>Instruction</p> <p>Board of Public Education</p> <p>Board of Public Education</p>
<b>Facilities</b>	<p>The accreditation standards require schools facilities to be constructed, maintained and supervised in accordance with all applicable local, state and national codes, regulations, and laws. School facilities must be of sufficient size and arrangement to meet all programs' educational goals, pleasant and reasonably safe for the conduct of educational and extracurricular activities, and meet federal accessibility standards.</p> <p>State statute establishes criteria that school</p>	<p><a href="#">ARM 10.55.908</a></p> <p><a href="#">Section 20-6-621, MCA</a></p>	<p>Board of Public Education</p> <p>Montana Legislature</p>

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	<p>trustees must meet for selecting a site for a school building or other building of the district. Montana law also requires that school district buildings comply with all applicable building codes.</p> <p><i>The School Accounting Manual</i>, Chart of Accounts, instructs school to use the following definitions in recording expenditures:</p> <p><b>Operation and Maintenance of Plant Services</b> are those activities concerned with keeping the physical plant open, comfortable, and safe for use, and keeping the grounds, buildings and equipment in effective working condition and state of repair. This includes activities of maintaining safety in buildings, on the ground, and in the vicinity of schools.</p> <p><b>Facilities Acquisition and Construction Services</b> are those activities concerned with the acquisition of land and buildings; remodeling buildings; the construction of buildings and additions to buildings; initial installation or extension of service systems and other built-in equipment; and improvement to sites.</p>	<p><a href="#">Section 20-6-622, MCA</a></p> <p><a href="#">School Accounting Manual. Chart of Accounts. Expenditure Function Definitions</a></p>	<p>Superintendent of Public Instruction</p>
<p><b>Onsite distance learning technologies</b></p>	<p>The accreditation standards authorize a school to receive and/or provide distance, online, and technology delivered learning programs which meet the learner expectations adopted by the school district or are aligned with the state content and performance standards. ARM 10.55.907 establishes the requirements for</p>	<p><a href="#">ARM 10.55.907</a></p>	<p>Board of Public Education</p>

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	distance learning programs and/or courses that fulfill elementary or middle grades basic education programs and/or high school graduation requirements.		
<b>Transportation Pursuant to Title 20, Chapter 10</b>	<p>Student transportation services in Title 20, Chapter 10 refer to the activities required to transport a student to and from school.</p> <p>The Board of Public Education establishes rules for transportation services that govern bus driver qualifications and minimum standards for school buses.</p>	<p><a href="#">Title 20, Chapter 10, MCA</a></p> <p><a href="#">Title 10, Chapter 64 Administrative Rules of Montana</a></p>	<p>Montana Legislature</p> <p>Board of Public Education</p>
<b>Assess and track student achievement</b>	<p><b>Assessment</b> - The process of gathering information about student learning and using the information to provide effective instruction and plan effective programs.</p> <p>The Board of Public Education requires a single system of state level assessments approved by the Board. The board requires assessments in grades 4, 8, and 11 in Language Arts, Reading, Mathematics, Social Studies and Science, using the Iowa Tests, which are norm-referenced tests.</p> <p>NCLB requires a state assessment aligned to state content standards. Currently, students in grades 4, 8, and 10 are tested in Reading and Mathematics using a criterion-referenced test developed by Measured Progress, Inc. By the spring of 2008, students in grades 3-8 and grade 10 will be tested in Reading, Mathematics, and Science.</p>	<p><a href="#">ARM 10.56.101</a></p> <p>No Child Left Behind Act, <a href="#">20 USC 6491</a></p>	<p>Board of Public Education</p> <p>US Congress and federal executive branch agencies</p>

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	Both assessments provide information about the academic achievement of individual students and the effectiveness of educational programs.		
<b>Board of Public Education</b>	A constitutionally established board with the power to exercise general supervision over the public school system. The board consists of seven members appointed by the governor, and confirmed by the senate, to overlapping 7-year terms. The governor, commissioner of higher education, and the state superintendent of public instruction are ex-officio non-voting members of the board of public education.	<a href="#">Montana Constitution Article X, Section 9</a>  <a href="#">Section 20-2-121, MCA</a>	Montana Constitution  Montana Legislature
<b>Individualized Education Program (IEP)</b>	<p>A written statement for each child with a disability, eligible under the Individuals with Disabilities Education Act, that is developed, reviewed and revised periodically and that includes:</p> <ul style="list-style-type: none"> <li>▪ A statement of the child's present levels of academic and functional performance including how the child's disability affects involvement and progress in the general curriculum and for children who take alternate assessments aligned to alternate achievement standards, a description of benchmarks or short-term objectives</li> <li>▪ A statement of measurable annual goals, including academic and functional goals</li> <li>▪ A description of how the child's progress toward meeting the annual goals will be measured and when periodic reports on the progress the child is making will be provided</li> <li>▪ A statement of special education and related services and supplementary aids and services, based on peer-reviewed research, to</li> </ul>	Individuals with Disabilities Education Act (IDEA) <a href="#">20 USC 1400</a>  <a href="#">34 CFR 300.340</a>	US Congress and federal executive branch agencies



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	<p>the extent possible, to be provided to the child or on behalf of the child, and a statement of the program modifications or supports for school personnel that will be provided for the child</p> <ul style="list-style-type: none"> <li>▪ An explanation of the extent, if any, to which the child will not participate with non-disabled children in the regular classroom</li> <li>▪ A statement of any individual appropriate accommodations that are necessary to measure the academic and functional performance of the child on state and district-wide assessments</li> <li>▪ The projected date for the beginning of the services and modifications and the anticipated frequency, location, and duration of those services and modifications</li> <li>▪ A statement of appropriate measurable postsecondary goals based on age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills, and a statement of transition services, including courses of study, needed to assist the child in reaching those goals</li> </ul>		
<b>Needs of American Indian students</b>	<p>The accreditation standards require the board of trustees to develop and implement processes for assessing the educational needs of its students. In developing curricula in all program areas, the board of trustees must:</p> <ul style="list-style-type: none"> <li>▪ provide learning experiences matched to students' interests, readiness, and learning style;</li> <li>▪ take into account individual and cultural diversity and differences among</li> </ul>	<a href="#">ARM 10.55.803 Learner Access</a>	<p>Board of Public Education</p> <p>Local Board of Trustees</p>

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	<p>learners. Cultural and language differences should be viewed as valuable and enriching resources and should take into account the unique needs of American Indian students and other minority groups;</p> <ul style="list-style-type: none"> <li>▪ develop an understanding of the values and contributions of Montana's American Indians for all students;</li> <li>▪ provide learning resources that are culturally relevant, inclusive, and current;</li> <li>▪ provide opportunities for individual self-direction and decision making;</li> <li>▪ provide equal access to learning resources, including technology;</li> <li>▪ provide instructional materials which are sequential and compatible with previous and future offerings;</li> <li>▪ provide books and materials that reflect authentic historical and contemporary portrayals of American Indians; and</li> <li>▪ identify, using the school's own criteria, students who may be at risk or in need of special services.</li> </ul> <p>*****</p> <p>The needs of American Indian students include teachers to teach about American Indians in an authentic historical and contemporary manner and programs which provide students with a culturally responsive curriculum that relies on a positive disposition toward the broad spectrum of American Indian students in Montana.</p>		
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<p><b>Isolated schools with low population density</b></p>	<p>Montana law defines an “isolated school” as any elementary school that has 10 or more students or any high school that has 25 or more students. When a school has fewer students than the respective threshold for elementary or high school, the county superintendent must submit an application to the board of county commissioners, which approves or disapproves the application for isolation status based on rules established by the Superintendent of Public Instruction.</p> <p>Montana law classifies school districts, based on population, as first class, second class and third class districts. These classifications are used to determine the number of school trustee positions for the district.</p> <p>The National Center for Education Statistics has developed a set of Locale Codes that categorize school districts based on the population density of the area in which the school district is located. NCES uses 8 categories for Locale Codes. Locale Codes 7 and 8 are designated as rural.</p> <p><b>Suggested definition:</b> Isolated schools that are classified as Locale Codes 7 and 8 are considered isolated schools with low population density.</p>	<p><a href="#">Section 20-9-302, MCA</a></p> <p><a href="#">ARM 10.30.102</a></p> <p><a href="#">Section 20-6-201, MCA</a> <a href="#">Section 20-9-301, MCA</a></p> <p><a href="#">National Center for Education Statistics, Locale Codes</a></p>	<p>Montana Legislature</p> <p>Supt of Public Instruction</p> <p>US Department of Education</p>
<p><b>Urban schools with high population density</b></p>	<p>The National Center for Education Statistics has developed a set of Locale Codes that categorize school districts based on the population density of the area in which the school district is located. NCES uses 8 categories for Locale Codes. Locale codes 1</p>	<p><a href="#">National Center for Education Statistics, Locale Codes</a></p>	<p>US Department of Education</p>

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	through 5 are designated as urban.  <b>Suggested definition:</b> Schools that are classified as Locale Codes 1 through 5 are urban schools with high population density.		
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This document is available on the OPI website at:

<http://www.opi.state.mt.us/pdf/superintendent/KeyWordsQualityDef.pdf>